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ABSTRACT

In 1980, Utah's migrant education program involved 10 of the state's 40 school districts and provided educational and support services to 679 migrant students. Most of the local programs were 8-10 week summer sessions; one was a short winter program. In general, instruction focused on teaching basic academic skills, English as a second language, physical education, and some vocational skills; fostering career awareness; providing equal language opportunities for native Spanish speakers; and generating a positive self-concept. Support services focused on holding parent advisory council (PAC) meetings, identifying and recruiting migrant students, and providing inservice training on curriculum implementation and scheduling. The state education agency held two PAC meetings and worked with the Utah Migrant Council to coordinate physical examinations for the students. The reorientation of personnel and record-keeping from local education agencies (LEAs) to the national Migrant Student Record Transfer System was a challenging part of the project. Inservice programs were used to help smooth the transition. Migrant children who were handicapped or were Cambodian, Vietnamese, or Chinese posed particular problems for local staff. The program of each participating LEA is briefly described including strengths, weaknesses, distinguishing characteristics, and recommendations. (SB)

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UTAH MIGRANT EDUCATION

Annual Evaluation Report 1980

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Utah State Office of Education

M I G R A N T E D U C A T I O N

ANNUAL EVALUATION REPORT

FISCAL YEAR

1980

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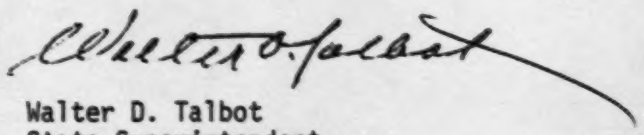
FOREWORD

While it is a federal requirement to submit this report, there are other reasons or justifications for it. First, this report can be the vehicle to review curriculum, texts, materials, testing instruments and teaching methodologies for determining program effectiveness. From this, other teaching strategies and philosophies can then be planned should the report indicate that a change is warranted.

The State of Utah maintains highly qualified staff and teachers at both the SEA and LEA levels. Commitment to the continuance of providing supplementary education and supportive services to migrant children is a high priority that is expressed from all levels of staff.

The Utah State Office of Education emphasizes that its role is to support and provide the necessary leadership and assistance to the LEAs to meet the needs of the children. The SEA recognizes there are needs that will arise and challenges that must be met. We in the State of Utah will plan strategies and develop a means to meet those challenges.



Walter D. Talbot
State Superintendent
of Public Instruction

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INTRODUCTION

Within the State of Utah there are forty school districts, of which ten were involved in migrant education. These ten programs were scattered throughout the state. However, most were centered within the central portion of the state, following the state's population pattern.

Migrant education began in the Utah valley area with the Nebo school project. It became part of a formal state program in 1968. The migrant education program in Utah in 1980 enrolled 679 children. Students attended summer sessions lasting from eight to ten weeks. One exception to this was a small winter program in the Provo School District.

The children served by Utah's migrant education program came from diverse areas--Texas, California, etc. Their tenure in the state could be from several days to several years.

The children from Texas were, for the most part, from the southwestern part of Texas. Their language dominance was Spanish. They were of the traditional Mexican family support system. The father functioned in the authoritarian role, the mother supportive of the father and sons. The male children were characterized by obedience to the father's authority and protective of members of the immediate and extended family.

GENERAL EVALUATION (A composite of all ten migrant education programs)

I. Instruction:

A. Basic Academic Skills:

Math, reading vocabulary, spelling and some communications were stressed. Added to these basic skills were art, sewing, crafts, history and bilingual singing.

B. Structural Language Development:

English as a Second Language was the main emphasis. Survival English was provided on an as-needed basis. Bilingual education in Spanish was offered for those whose ability levels were adequate.

C. Physical Education:

Swimming instruction was provided. Students were afforded an opportunity for recreational play along with some team sports, such as baseball and soccer. Dance and structured exercise programs were also offered.

D. Equal Language Opportunity:

The dominant language was Spanish and students were provided the opportunity to use and develop their native language. Some Indochinese were not provided this opportunity due to the scarcity of professional and para-professional people with this skill.

E. Self Concept:

A positive self concept was emphasized through praise, classroom participation and classwork displayed on boards.

F. Vocational Programs:

Opportunities for vocational training were limited. Evening classes were taught in sewing and welding.

G. Career Awareness/Experiences:

Students were given awareness to professional and non-professional careers through curriculum as well as field trips. These experiences were educationally broadening as well as career oriented.

II. Support Services:

A. Parent Advisory Councils:

Two PAC meetings were held during the summer with representation also at the state PAC meetings. Information was disseminated to parents by flyers in both English and Spanish and also informal verbal communication lines. English proficiency was a major concern of parents.

B. Recruiting:

The recruiters worked diligently in identifying migrant students and also helped the parents in their social/economic needs.

C. Inservice:

Inservice was provided and dealt with curriculum implementation as well as scheduling of activities.

LOCAL EDUCATION AGENCIES

BOX ELDER

The Box Elder School District is located in Brigham City, 70 miles north of Salt Lake City. Ten miles west of Brigham City is a small farming community, Corinne. At Corinne, a K-6 facility, the Box Elder migrant program had 117 students enrolled.

The program was commended for its recruiting efforts, overall educational program and parental support. Because of its proximity to the agricultural environment, Box Elder gave many indications of a true migrant environment.

The staff's efforts were effective and at some levels very creative. The staff's relationship to the students was of the highest degree. Pupil self esteem appeared to be very high. Of concern was the need of a cooler physical environment. Corinne School is an older school and lacks air conditioning or other appropriate climate control. It would be advisable to move the program to a more suitable environment.

It may benefit both district and students if a summer "textbook" might be developed. A large amount of handouts was being utilized. Even though this seemed to be needed, it might be of greater value for the students to have a summer course with texts included.

CACHE

Cache Valley is a picturesque valley 130 miles north of Salt Lake City. It has many small and medium size agricultural industries. The Cache migrant education program was located at Skyview High School in Smithfield, ten miles north of Logan, the county seat. Smithfield is a small community but due to its proximity to Logan, it has the effect of almost being Logan's suburb.

The migrant program was small in nature, serving 30 students. The students were gathered into two generalized groups (K-1 and 2+). They were placed into an individualized program monitored by two professional teachers and aides. The younger age group had less individualized structure and more traditional groupings. Though small and dispersed age-wise, the Cache program has succeeded very well in enhancing the self image of the students. Added to this is the excellent bilingual efforts generated by the staff.

Of concern was the effort toward having PACs, but this will be an area of focus by administration and staff for next year. Even with a small staff, professional skill development inservice would be of benefit and assistance.

DAVIS

The density of Utah's population falls between Ogden and the Provo area. Situated between Ogden and Salt Lake City is Layton, where the Davis district migrant program was located. The main agricultural activities were west of Layton. Families were scattered in and around the Layton area.

The Davis program had 36 students divided into two groups - K-3 and 4+. With these two groups the predominant languages were English and Spanish. The students had varying degrees of knowledge from a Survival English posture to effective bilingualism.

The program had a high degree of success as reflected by test scores. An area of weakness was a viable vocational education program which is to be seriously explored next summer. Of noted strength was the degree of bilingual efforts as well as English as a Second Language.

Teacher training inservice for professional and non-professional staff should be implemented locally and/or on a statewide basis. Also noteworthy were the efforts with parents and, in general, the Parent Advisory Councils. Overall, Davis had a strong program.

IRON

The southernmost migrant education program in the State of Utah was the Iron County program. With 41 students, it was located west of Cedar City in Beryl Junction. It was relatively new in the Utah state migrant system and was operated through Southern Utah State College. The student population was composed of Hispanics and Native Americans. The Native Americans were representatives of the Navajo tribe.

The staff was motivated and efforts toward the students were sincere and genuine. The director was a concerned, humanistic individual. The students, because of this leadership, exhibited a great deal of positive self esteem. With increased funding the program will grow both in quality of educational services as well as quantity.

The program used the Portage Developmental Profile test. Because of this usage, the program could not be compared to others in the State of Utah who used the W.R.A.T. (Wide Range Achievement Test). The program will be using the W.R.A.T. next year. In the academic growth component of the test, gains were exhibited in almost every student. Where no gain was exhibited, it should be noted that there was also no loss.

It was observed that a significant number of children were of single parent homes and were demanding of one-to-one relationships.

Iron County had a challenging program with geographic location of children as well as the setting of the school in Beryl Junction. In spite of all these challenges, the program was well managed with a staff who possessed a positive attitude toward the students.

JORDAN

Located south of Salt Lake City is the Jordan School District. It should be noted that the southern portion of the Salt Lake valley comprises many large and small communities. Some communities, such as Sandy, are very metropolitan in nature. Yet some, such as Midvale, are in transition from agricultural to metropolitan communities.

The program, with 111 students, was housed at Majestic Elementary School (K-6) in West Jordan. The students were divided into four groups: K-1, 1-3, 3-5, and 5+.

Students who attended the Jordan program were predominantly Spanish/English speakers. Their proficiency was on levels from predominantly English to bilingual to predominantly Spanish. It should be noted that the predominant language students had some oral skills in the minor language. An area of improvement is language development. It would appear that instruction in Spanish needs to be increased to maximize learning. The bilingual approach would bring about more effective learning.

Another area of potential improvement is that of vocational education for older students. This may be accomplished by a cooperative effort with the district adult education program or a self-contained program.

The total program test scores indicated growth. It was not as high as the overall state, but this was probably due to the large numbers within the program. Increased teacher inservice as provided internally by the district or state provision should remedy this area as well as other aforementioned areas.

Jordan was effective in its parental involvement. Their efforts toward a modular self-paced program, called GEM, will be an exciting prospect for the future.

A ten-year-old handicapped student was a unique aspect of the Jordan program. He suffered the loss of both arms in an accident in Mexico.

With the assistance of the staff and his own determination, he was able to function academically and socially with his peers. The Jordan migrant program added to his positive but young self esteem. His peers were very supportive of him and treated him as their equal.

Overall, the Jordan program was one of the best.

MILLARD

Located 175 miles south of Salt Lake City in the city of Fillmore, Utah's first capital, is the Millard County migrant education program. Fillmore is a small community supported primarily by agriculture and related industry. Much of the land surrounding Fillmore is utilized for agricultural purposes. A major industry which employs migrants is the mushroom industry.

The Millard program had 47 students. The project site was the new Fillmore Elementary School, situated south of Fillmore. The program, though small, was extremely challenging. The students were of a mixed language background: Spanish, Vietnamese, Cambodian and two dialects of Chinese. This was the most challenging program in the state in reference to language development. With five distinct languages, bilingualism was cost prohibitive. The only approach was to provide English as a Second Language and/or Survival English. When budget allowances permit, para-professional/professional individuals need to be hired to provide bilingual education.

Another challenge was the merging of the Cambodian and Vietnamese children who have a long history of national conflict. With the devotion of the staff and the mediation by the Hispanic students, there were minimal problems. Many of the students were recent arrivals in the United States. Inservice of the different cultures should be implemented as well as teaching approaches to these culturally different students.

Exploration should be made to determine if older students might benefit from a vocational training program. Test scores indicated that even though there was difficulty with many languages, the program had success.

NEBO

In the small agricultural town of Salem, located 55 miles south of Salt Lake City in Utah County, the Nebo district migrant education program was located. Agriculture is a strong industry in Utah valley, thus providing work for migrant families which, in turn, generated a large program within the state.

The 90 students in the Nebo program were Spanish speaking and Native American. The Native American element was somewhat unique in that they were Kickapoo Indians. There is no written language for the Kickapoo Indians, only an oral one. In the past this challenge has been met by bringing into the staff a para-professional from the tribe. Because of the movement and variability, the aide used in past years did not return; this aspect presented a challenge which was dealt with effectively.

The Nebo program had one of the best, curriculum-wise. It was one of the few programs that had a wide-range vocational program. Historically, this program was offered in the evening on an as-needed basis. While test scores did not bear out the effectiveness of the program, it should be noted that all test scores did, in fact, show gains. Another area that was noteworthy was that of peer tutoring. Older students were used to tutor younger students.

Learning may be further enhanced by increased instruction in Spanish for the Spanish-speaking students. Nebo's program was good and praiseworthy. The staff and administration were highly motivated with a high degree of professionalism.

NORTH SANPETE

The North Sanpete program covered a very large geographic area. It included both North and South Sanpete School Districts. Both school districts are located in a large central Utah valley. Agriculture is the predominant industry with a large turkey business being a significant portion of the agriculture related industry.

This program was one of the newer ones in the state. It was located at the Moroni Elementary School in Moroni, Utah. The 72 students were placed in three groups: K-2, 3-4, and 5+. With a highly motivated staff the program exhibited good growth over last year's efforts.

The student population consisted of Hispanic, Native American and Southeast Asian. Along with the diverse cultural background, language differences were just as diverse. This challenge was met admirably. The staff was predominantly English speaking but with a sincere effort met the challenge of a culturally, linguistically different student population.

Efforts need to be channeled into bilingual as well as vocational education. The district is commended for its efforts in maintenance and inservice for MSRTS records. An area of concern was that of students' home proximity to the school. For some students the distances were significant. Because of the size the program cannot be shifted to accommodate these needs. Inservice for all staff would be of benefit to this program. This inservice may be provided locally as well as by the state.

OGDEN

Ogden, in Weber County, is an area where there is a heavier concentration of Hispanic people. This is reflected by the number within the migrant education program, which had 95 students. The Ogden program faced the added challenge of being a municipal district rather than a county program. This challenge was aptly met by good recruiting and an effective educational program.

The program, which was located at Jefferson School (K-6), was one of the few to have a total bilingual/bicultural staff. The program had the children divided into five distinct groups: K, 1, 2, 3 and 4+. Additional staff support was provided from student teacher interns from Weber State College. These student interns were able to work in small groups. The program had a predominance of Spanish-speaking students with varying levels of ability in Spanish and English.

Self-image and parent involvement with a committed staff were highly commendable areas for the Ogden program. However, their efforts in bilingual education need some improvement. More instruction should be given in Spanish/English. A move toward true bilingual education may add greatly to the educational aims of the program.

Even though the program had two directors functioning one-half of the term, the leadership was such that the program was not diminished. Recruiting efforts were commendable. Of concern is the validation of children leaving the area from September to June for agricultural economic reasons and returning to the district prior to the beginning of the summer program. Overall, the Ogden program was effective.

PROVO

In the central part of Utah County due east of Utah Lake is the city of Provo. The migrant program functioning out of the Provo District was the only nine-month program in the state of Utah. There were 40 students enrolled in the program which operated during the traditional September to June time-frame. Because of this time-frame, students were offered a full curriculum.

A concern was the lack of PAC meetings. At least four should be scheduled during the school year. Since students are not all assigned to one school, there needs to be a formal accounting of students by grade, school building and teachers assigned to the students. This would allow for better coordination of students moving in and out of the school district. There was also a need for closer coordination and knowledge of students' progress so that the MSRTS records can be maintained.

Of significant difference from a regular classroom teaching methodology was the utilization of an English as a Second Language program. Of benefit to the migrant students was the usage of support services within the district. The Provo district had a career awareness program entitled "World of Work." Another positive benefit to the program was the availability of a technical college in Provo for older students and for those not participating in a secondary educational experience.

STATE EDUCATION AGENCY

STATE PARENT ADVISORY COUNCIL

Two State PAC meetings were held during the summer. The first was held July 2, 1980 at Majestic School in the Jordan district. The second was held July 30, 1980 at Jefferson School in the Ogden district.

Both meetings were well attended by local education agency PAC representatives. The first meeting included small group discussions concerning parental expectations of Utah's migrant education program. Preceding the small group discussion was a presentation of the Utah migrant education program.

The second PAC meeting focused on feedback from parents. At both meetings a representative spoke briefly to the parents and administrators concerning referral of handicapped migrants to the Institute of Human Resources Development. The program's aim is to assist in the rehabilitation of handicapped migrant people.

Feedback received from the parents dealing with the instruction was of a positive nature. Parents were pleased with the quality and nature of instruction being received by their children.

Concerns of the parents were of a local nature and in all instances dealt with by local administrators. Examples of areas of concern were: (1) milk not being fresh enough in a specific district; (2) clothing being lost while attending swimming instruction; (3) bus pick-up time not appropriate. In all areas of concern local administrators and staff provided satisfactory solutions.

INTRASTATE COOPERATION

The state education agency had an excellent working relationship with the Utah Migrant Council. Because of this cooperative position, physical examinations were conducted with the least amount of disruption to all concerned. Both agencies, through meetings, are exploring the feasibility of expanding services to other parts of the state which may have a need.

The Utah migrant education program coordinated with the Utah Department of Family Health Services in providing the medical staff for physical examinations for the students.

A coordinated effort began this year with the Institute of Human Resource Development, a program under the Division of Rehabilitation Services for the State of Utah. Through this program disabled/handicapped migrant workers were provided assistance for rehabilitation. Not only did this program provide services for the individual, but also for the family.

MSRTS

A most challenging area of the Utah migrant education program was the MSRTS system. In attempting to have a smooth transition from LEAs to a national level, the state office facilitated inservice of a technical nature. Part of the inservice was in the form of statewide meetings and local isolated inservice. With these efforts much more needs to be done: (1) records must be spot-checked by state personnel; (2) inservice to personnel new to the system must be immediate to maintain continuity; (3) communication lines between LEA, SEA and federal counterparts must be enhanced with feedback loops strengthened.

INSERVICE

Inservice was provided to 96 staff representing each of the ten school districts in migrant education. Items covered included orientation in the MSRTS system, effective parental involvement, recruitment and identification, federal rules and regulations, monitoring and enforcement, and interagency coordination, to name a few. Representatives from the SEA provided information relative to their areas of expertise, such as arts education, food and nutrition, health, safety and physical education.

The guest speaker was the state director from another state who gave the presentation during the luncheon. Welcoming remarks were given by the State Superintendent of Public Instruction. In addition, there were presentations made by the Title I coordinator as well as the administration from the state office.

STATE RECOMMENDATIONS

It is recommended that an individual be designated to spot-check the recruitment form as well as the MSRTS form so as to provide uniformity of information in both forms. Spot-checks should occur a minimum of two times during the summer program.

In regard to MSRTS, local clerks should receive training prior to the start of the summer program as well as during the summer program. This inservice may be provided by those state people who have been to Arkansas for training. Inservice training during the summer session should be a minimum occurrence of three times. One training session should be devoted to enrollment; another should be utilized for maintenance during the term; and a third for withdrawal from a summer status.

It is recommended that inservice be held for parents involved in the PACs. This inservice should focus on the educational process and parental involvement as well as feedback concerning LEAs. PAC meetings should be regionalized into a northern and southern portion of the state. Areas which appear to be appropriate for meetings are Nephi in the south and Box Elder in the north.

At these state PAC meetings parents and administrators should be separated. The state director should conduct any necessary business and/or inservice with the LEA administrator. Simultaneously, state PAC representatives should meet with the representative of the SEA for some inservice regarding the PAC's role, and, in addition, to provide feedback information to the SEA.

It is further recommended that the state offer augmented inservice training for professional, para-professional and administrators. A few of the topics should be self-esteem, administrators' roles, the role of records, specific professional skills, the effective usage of para-professionals, bilingual education and English as a Second Language. This list may certainly be expanded.

During the September to June time-frame, the state director and/or others should meet with LEAs to discuss potential improvement of specific weaknesses. In reading and math, weakness in a grade level may be determined by any grade level being close to one standard deviation away from the mean.

Follow-up on students who remain in the various local projects needs to be maintained with regular local staff. All LEAs should implement year-round monitoring and local tracking of students.

The identification and recruitment component has continuously increased in the number of students served in the state. Also, there have been four additional projects added to the state program. Emphasis on more recruitment and identification will be continued. It will also be beneficial to explore areas southeast and southwest in Utah for further development of migrant education programs. Areas of potential interest may be Moab, St. George, Price and Vernal, to suggest a few.

APPENDIX

GEOGRAPHIC LOCATIONS OF UTAH MIGRANT PROGRAMS

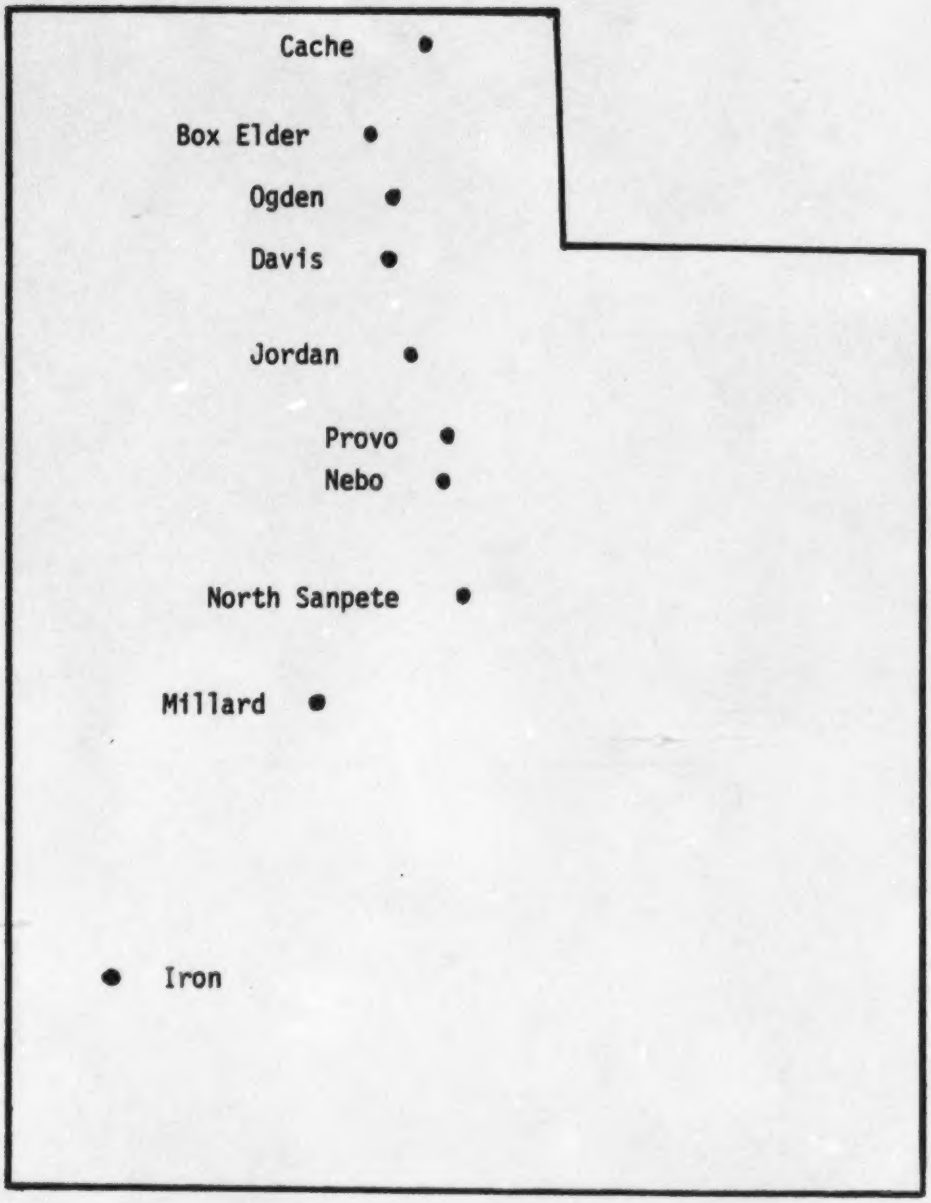


FIGURE 1

NUMBER ENROLLED IN UTAH MIGRANT PROGRAMS

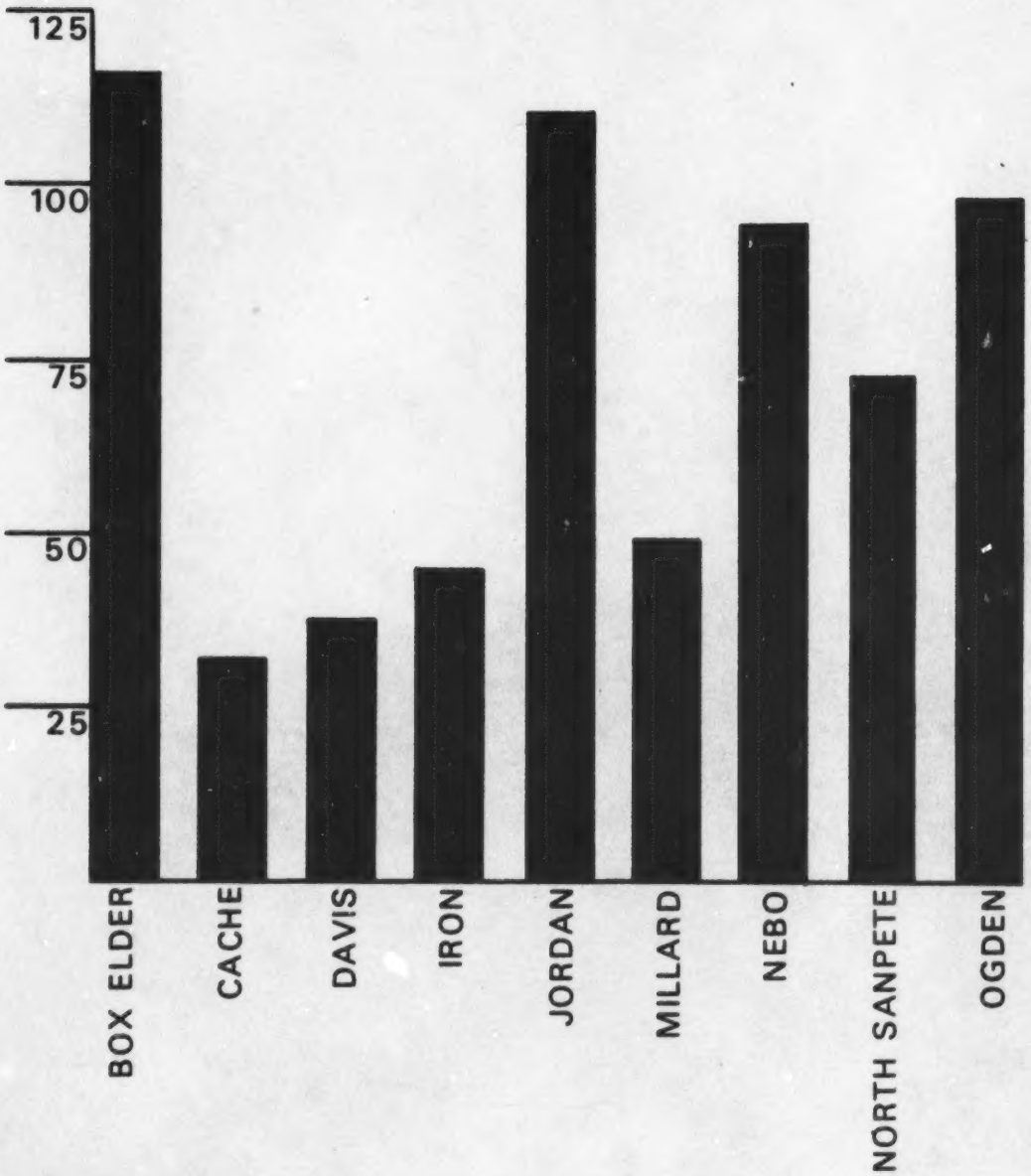
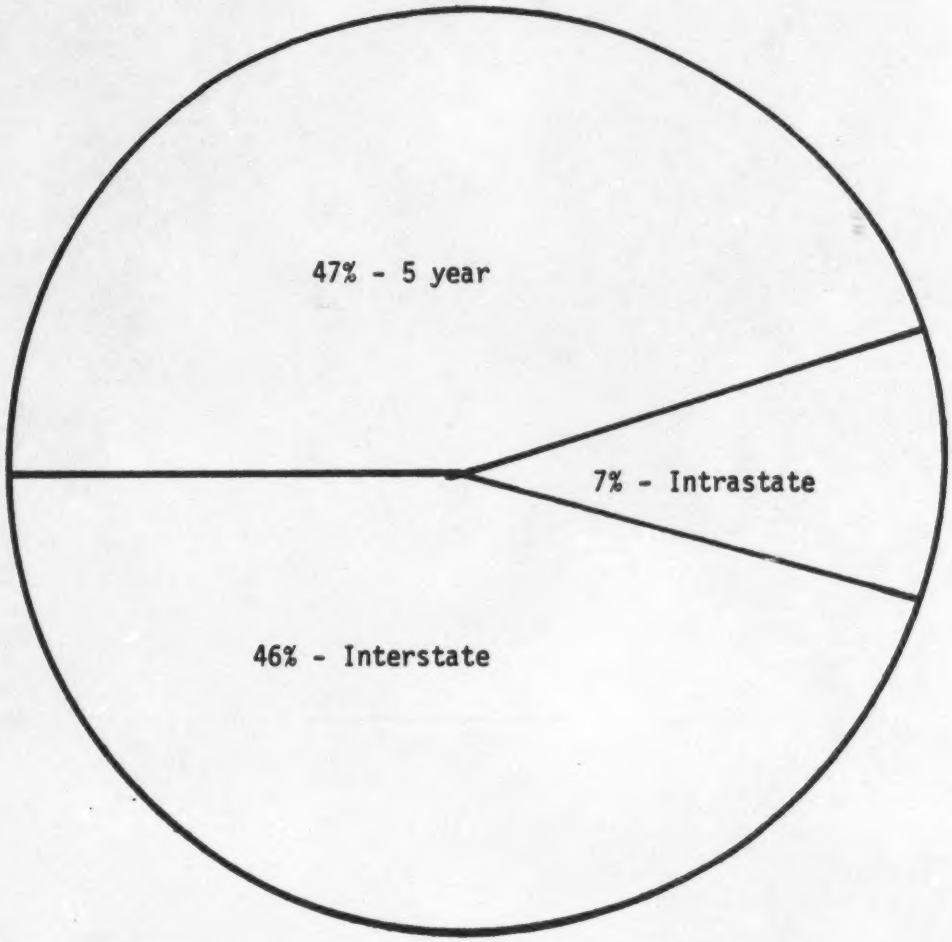


FIGURE 2

TYPES OF MIGRANT STUDENTS



It should be noted that inasmuch as Utah is a land-locked state, no statistics for students of migrant fishers are given. In addition, the 5-year migrant figure fluctuates from year to year. In the recent past the 5-year migrant ranged only from 20 to 25% as compared with this year's 47%.

FIGURE 3

PERSONNEL EMPLOYED FULL TIME IN LEAs

	Number
Supervisors	11
Teachers	27
Aides	34
Records Clerks	5
Bus Drivers	9
Cooks	19
Custodians	6
Nurses	1
TOTAL	112

TEACHER/PUPIL RATIO - 1:16.3

FIGURE 4

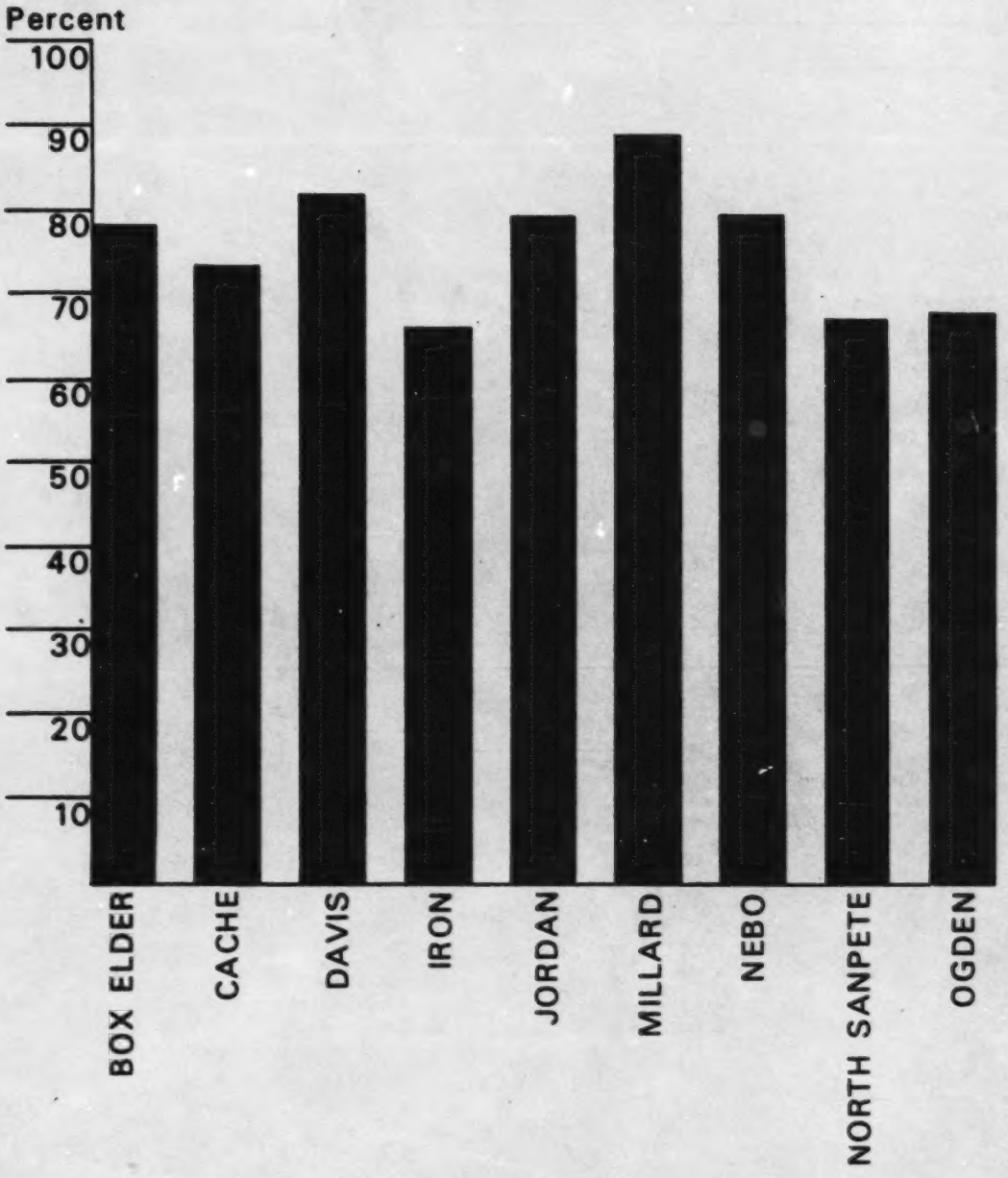
HEALTH SERVICES PROVIDED TO STUDENTS

	Number
Screening Tests:	
Vision	422
Hearing	398
Dental	409
Physical Examinations	455
Immunizations	226
Emergency Care	136

FIGURE 5

QUALITY OF UTAH MIGRANT PROGRAMS
INSTRUCTION

Each program was evaluated in relationship to the quality of its instructional services. The graph represents a percentage comparison to an ideal model.

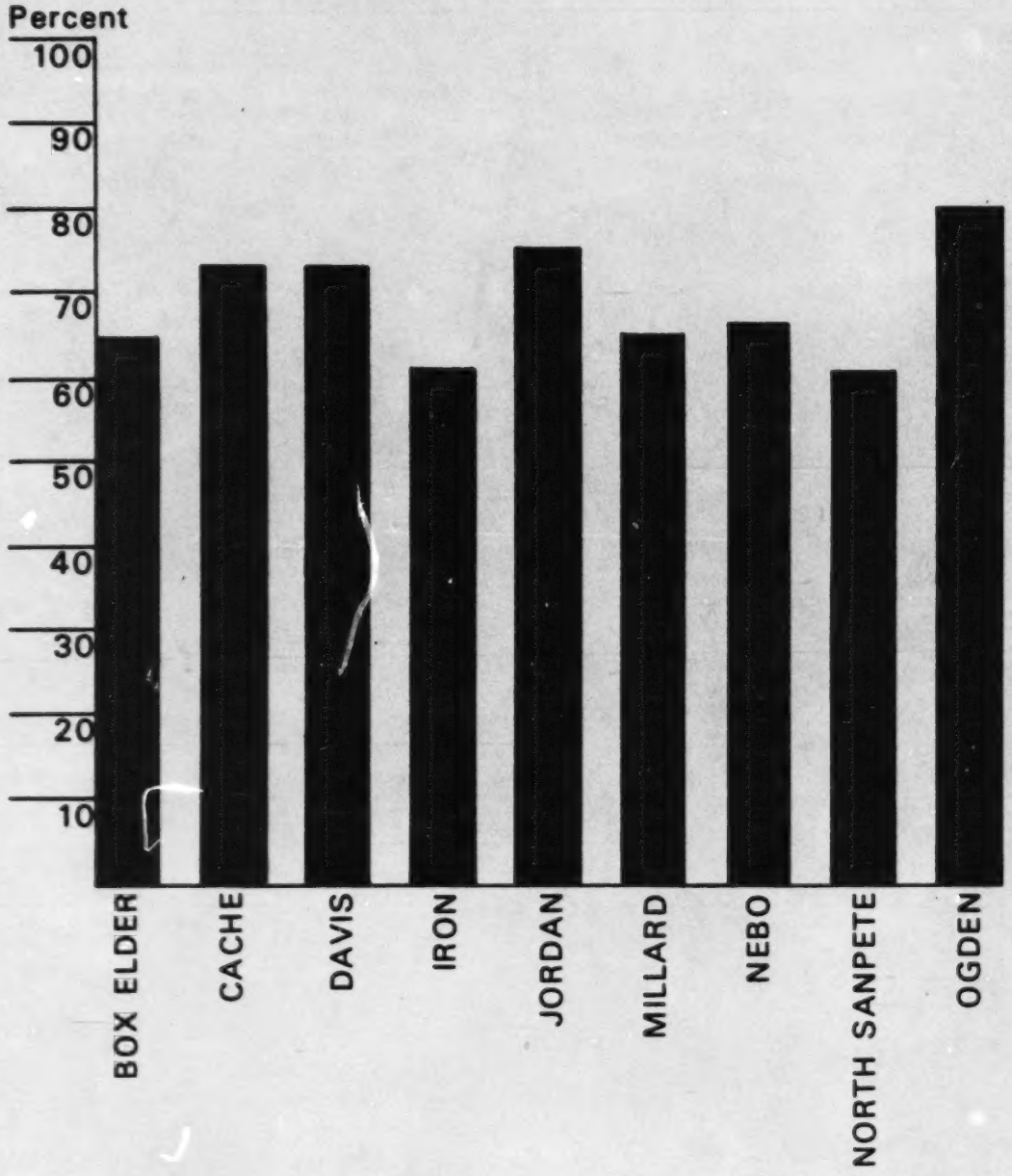


We are gratified that the quality of instruction in the Utah program reflects a normal pattern, and that no corrective action is indicated.

FIGURE 6

QUALITY OF UTAH MIGRANT PROGRAMS
SUPPORT SERVICES

Each program was evaluated in relationship to the quality of its support services. The graph represents a percentage comparison to an ideal model.



The quality of support services reflects a normal pattern and no corrective action is indicated.

FIGURE 7

QUANTITY OF UTAH MIGRANT PROGRAMS
INSTRUCTION

Each program was evaluated in relationship to the quantity of its instructional services. The graph represents a percentage comparison to an ideal model.

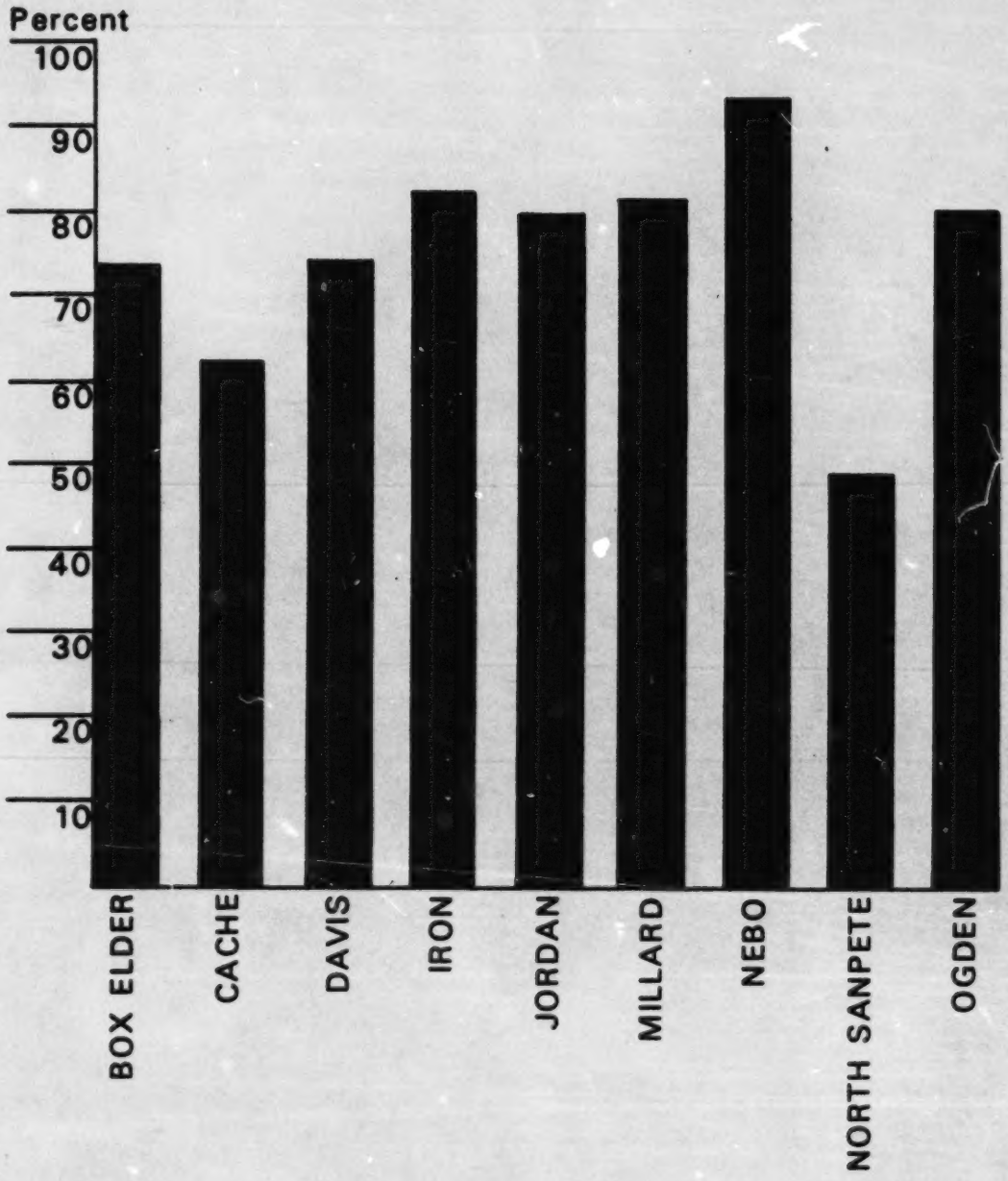


FIGURE 8

QUANTITY OF UTAH MIGRANT PROGRAMS SUPPORT SERVICES

Each program was evaluated in relationship to the quantity of its support services. The graph represents a percentage comparison to an ideal model.

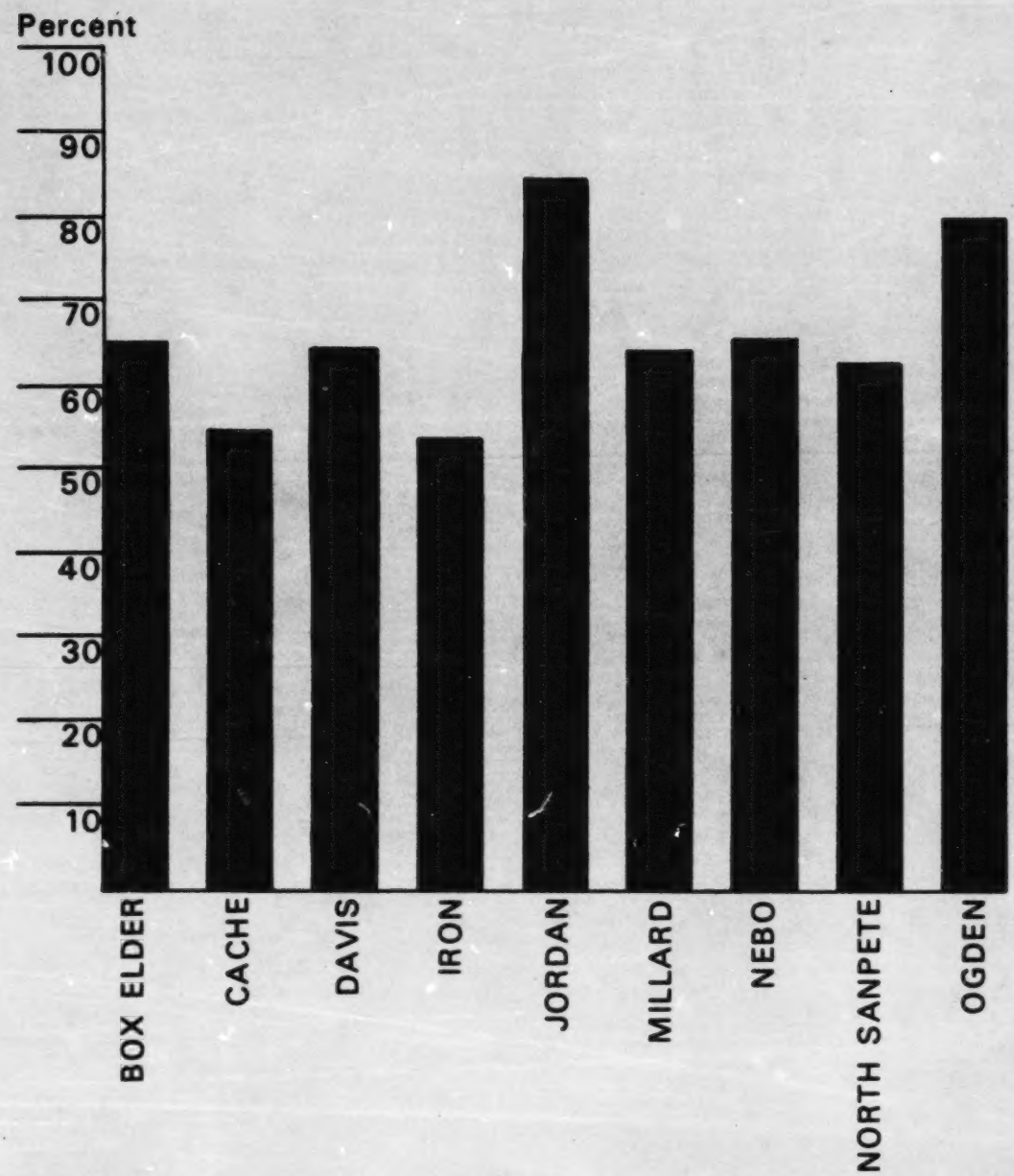
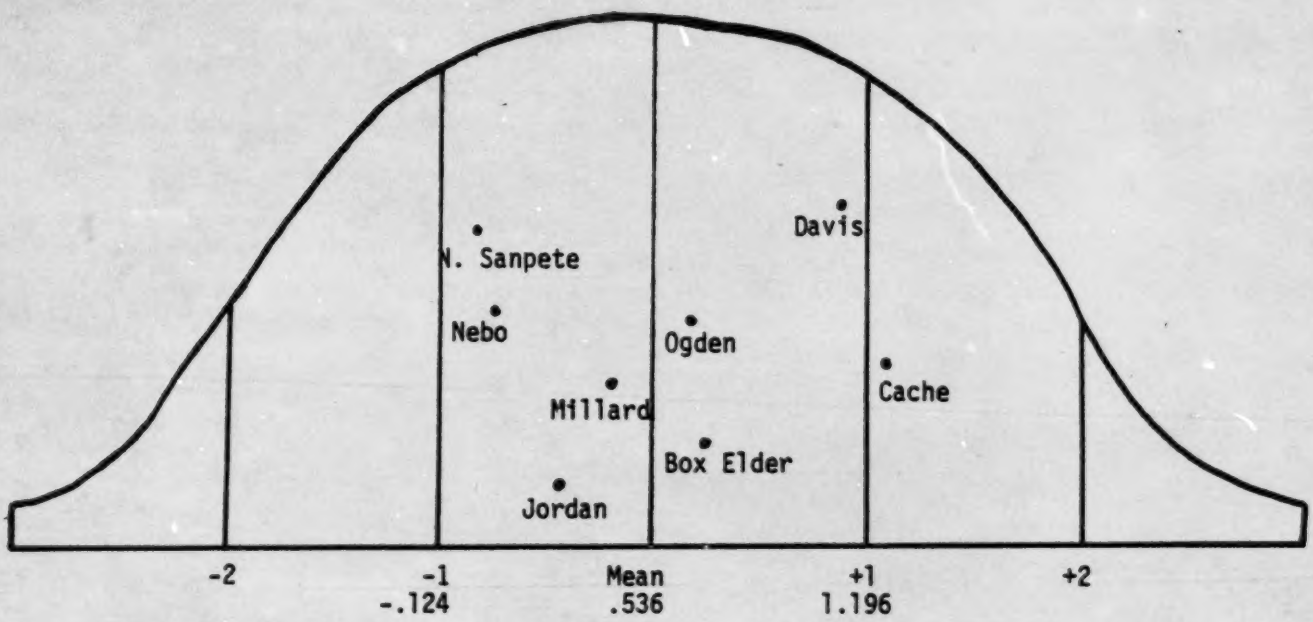


FIGURE 9

STANDARD CURVE

Reading Results



Jordan	-	.25	Davis	-	1.03
Box Elder	-	.67	Millard	-	.47
Ogden	-	.65	No. Sanpete	-	.11
Cache		1.36	Nebo	-	.17

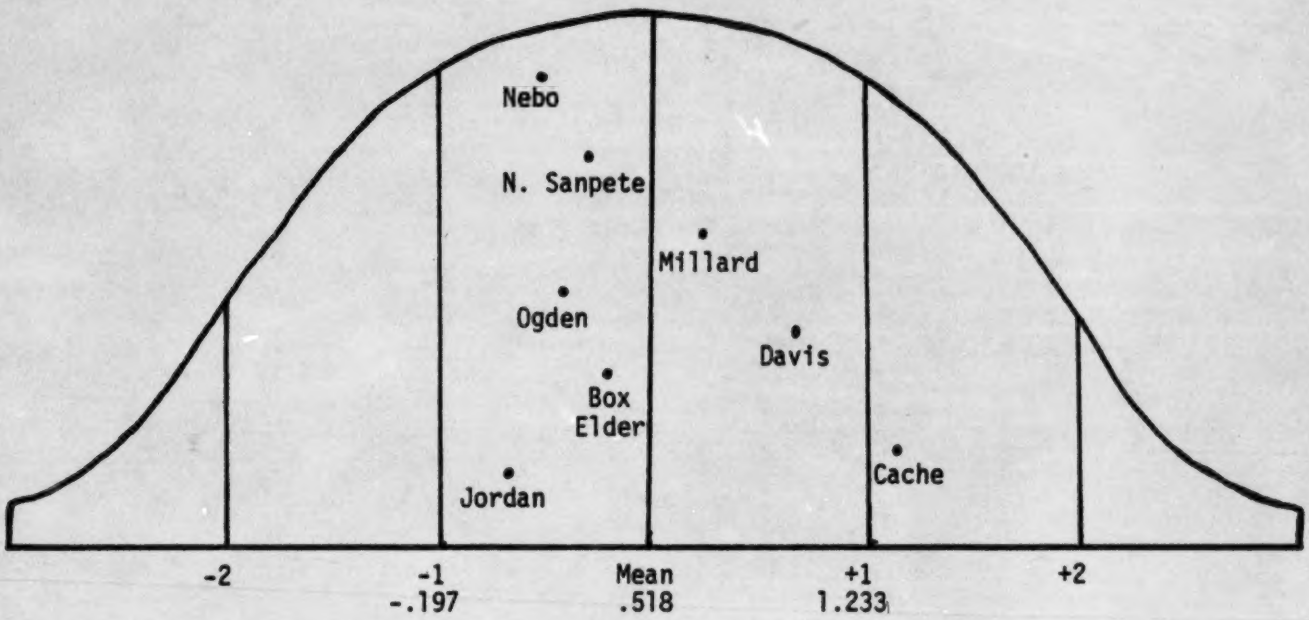
Please refer to W.R.A.T. test page for the particular standard deviation by grade level.

By referring to the bell curve, it can be noted that all the school districts in the program, with the exception of one, fall within the normal range of what would normally be expected; thus the programs are providing adequate instruction in reading. The Cache School District, which is the smallest in terms of numbers and move-ins and move-outs, falls between the +1 and +2 standard deviation, which bears out statements that the smaller the number, the higher the results on standard tests. For example, the Cache School District can provide individual instruction because of its smallness in number.

FIGURE 10

STANDARD CURVE

Math Results



Jordan	-	.13	Davis	-	.94
Box Elder	-	.43	Millard	-	.63
Ogden	-	.31	No. Sanpete	-	.38
Cache	-	1.34	Nebo	-	.25

Please refer to W.R.A.T. test page for the particular standard deviation by grade level.

By referencing the placement of math results by school district, it would appear that both reading and math scores are very similar. However, in order to determine the results of each subject area, the relative standard deviation has to be referred to.

FIGURE 11

W.R.A.T. TEST RESULTS

Grade	JORDAN		BOX ELDER		OGDEN		CACHE	
	Reading Mean	Math Mean	Reading Mean	Math Mean	Reading Mean	Math Mean	Reading Mean	Math Mean
K	- .10	.90	.20	.30	.32	.56	1.35	.55
1	- .30	1.20	.25	.36	.77	.27		
2	.10	.00	.22	.38	1.34	.32		
3	.00	-1.00	.00	.40	.37	.15		
4	- .70	.20	.37	.27	.25	.30	1.90	1.30
5	.30	.00	1.55	.77	.85	.26	.30	.40
6	.60	.00	.15	.40			.55	.65
7	.40	- .30	2.60	.60			1.30	1.55
8	1.80	.10					2.80	3.60
9	.40	.20	___	___	___	___	___	___
Total Mean	.25	.13	.67	.43	.65	.31	1.36	1.34

Grade	DAVIS		MILLARD		NORTH SANPETE		NEBO	
	Reading Mean	Math Mean	Reading Mean	Math Mean	Reading Mean	Math Mean	Reading Mean	Math Mean
K	1.00	.60	.39	1.10			.05	.05
1	.70	.65	.60	1.50	.10	.80	.03	.08
2	.11	.03	.60	.87	.40	1.40	.20	.30
3			.37	.35	- .10	- .01	.13	.26
4	1.15	1.65	.37	.20	.70	- .30	.15	.20
5	1.30	1.90	- .13	.40	.03	- .07	.20	.20
6	1.45	2.80	.30	.10	- .10	- .10	.30	.47
7	1.85	.40	.45	.80	.00	.40	.28	.33
8			.70	.60	.10	- .30	.20	.36
9	.70	- .50	1.00	.40	- .10	1.60	___	___
Total Mean	1.03	.94	.47	.63	.11	.38	.17	.25

TABLE 1

STATE RESULTS OF THE W.R.A.T. TEST

MEAN/STANDARD DEVIATION

Grade Level	MEAN		VARIANCE		STANDARD DEVIATION	
	Reading	Math	Reading	Math	Reading	Math
K	.450	.580	.270	.122	.520	.349
1	.307	.694	.157	.264	.397	.514
2	.424	.471	.194	.249	.440	.499
3	.128	.025	.040	.273	.200	.523
4	.523	.477	.582	.423	.763	.650
5	.550	.482	.376	.396	.613	.629
6	.512	.572	.228	.872	.477	.934
7	.982	.540	.925	.313	.961	.559
8	1.120	.872	1.337	2.436	1.156	1.561

This reflects the standard deviation from the mean by grade level.

TABLE 2